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ABSTRACT

An officer on the Youth Detail of the Vancouver Police Department has been actively participating since April 1972, in activities at the Killarney Secondary School and six of its feeder elementary schools. The purpose of the involvement of the officer was to bring about more positive attitudes toward authority and the police and to contribute to the improvement of relationships between youth and the police. In the present study, comparisons were made between "experimental" and "control" groups in terms of pre-treatment scores (November 1972) post-treatment scores (June 1973) and changes in scores on a thirty-eight item scale of student attitudes toward police officers. An analysis was made of the performance of students on selected critical items and of the reactions of teachers and principals to the project. A summary was made of student suggestions of ways by which better relationships could be established between students and the police. The officer's involvement in the schools has enabled pupils to view the policeman as a trusted friend. At the end of the 1972-73 school year students in these schools had a more positive attitude toward the police than did the control group. Recommendations were made for the continuation and extension of the program and for an evaluation of the long-range effects. See TM003478 for a related document. (Author/MLP)

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RESEARCH REPORT

Evaluation of the Involvement of a Police Officer in Schools of the Killarney District

July, 1973

E. N. Ellis

Research Report 73-14

DEPARTMENT OF PLANNING AND EVALUATION
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B.C.

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Police Constable Scott Mears has broken the ice with youngsters as he and a large following of friends take a turn around the ice at Killarney Community Centre.

.. Gordon Croucher photo
(Courtesy The Province)

EVALUATION OF THE INVOLVEMENT OF A POLICE OFFICER IN SCHOOLS OF THE KILLARNEY DISTRICT

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
II. REVIEW OF RELATED RESEARCH	3
III. EVALUATION PROCEDURES	4
IV. RESULTS	7
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	20
BIBLIOGRAPHY	41

LIST OF TABLES

Table		Page
1	Mean Ratings of Experimental and Control Groups for Items 1 - 35 on a Scale of Students' Attitudes Toward Police Officers	9
2	Weighted Mean Scores for Items with Significant Changes	12
3	Responses to Item 39	19
4	Responses to Item 40	20

LIST OF APPENDICES

Appendix		Page
A	A Preliminary Evaluation of the Involvement of a Police Officer (Constable Scott Mears) in Schools of the Killarney District.	24
B	Summary of Responses of Three Members of Students' Council, to a Questionnaire re Experimental Involvement of a Police Officer in Killarney Secondary and Feeder Elementary Schools, April 26 - June 28, 1972.	26
C	Summary of Discussion with Members of the Staff, Killarney Secondary School, re Experimental Involvement of a Police Officer in Six Feeder Elementary Schools to Killarney Secondary School, April 26 - June 28, 1972.	28
D	Summary of Responses from the Staffs of Six Elementary Schools to a Questionnaire Regarding the Involvement of a Police Officer in Schools of the Killarney District, April 26 - June 28, 1972.	31
E	A Survey of Students' Attitudes Toward Police Officers.	35
F	Excerpts from Letters of Principals and Teachers Evaluating the Project	39

ABSTRACT

A constable on the Youth Detail of the Vancouver Police Department has been actively participating since April, 1972, in activities at the Killarney Secondary School and six of its "feeder" elementary schools.

The police officer has shared in counselling sessions, science laboratories, football practices, ice-skating sessions, track events, field trips, and discussions both on an individual and group basis of social problems, law enforcement, crime detection, etc.

The purpose of the involvement of the police constable was to bring about more positive attitudes toward authority and the police and to contribute to the improvement of relationships between youth and police officers.

In June, 1972, a preliminary evaluation reported on the reactions of students and staff to the arrangement and recommended that the project be continued throughout the 1972-73 school year.

In the present study, comparisons were made between "experimental" and "control" groups in terms of pre-treatment scores (November, 1972), post-treatment scores (June, 1973) and changes in scores on a thirty-eight item scale of student attitudes toward police officers.

An analysis was made of the performance of students on selected critical items.

A summary was made of student suggestions of ways by which better relationships could be established between students and the police.

An analysis was made of the reactions of teachers and principals to the project.

The constable's involvement in schools of the Killarney district has enabled pupils in those schools to view the policeman as a trusted friend. At the end of the 1972-73 school year students in these schools had a more positive attitude toward the police than did their "controls." To a greater extent they agreed that police do their jobs to the best of their ability, that they are pleasant, friendly and approachable, that they respect youth and do their job satisfactorily. On the other hand "control" pupils more than the "experimentals" believed that policemen should be armed.

While the findings tended to affirm the success of the project, the decline in the positive attitude of the "experimental" pupils, as indicated by their responses to a number of items, detracted from the generally favourable result.

ABSTRACT (cont'd.)

There was no difference between the two groups in the action they professed that they would take in certain critical situations.

There was some slight indication that "experimental" students were influenced more than "controls" by their parents and by personal contacts rather than by radio and television.

The students suggested many ways by which better relationships might be established between students and police.

Principals and teachers were enthusiastic about the worth of the program. Their opinions suggested that it was accomplishing its objectives and that the overall effect on the school was beneficial. There was agreement that the success of the program was in large measure due to the suitability of the constable's personality for this assignment and for his complete dedication to the project.

Recommendations were made for the continuation and extension of the program and for an evaluation of the long-range effects.

EVALUATION OF THE INVOLVEMENT OF A POLICE OFFICER IN SCHOOLS OF THE KILLARNEY DISTRICT

I. INTRODUCTION

a) Background of the Project

During recent years, public attention has increasingly been drawn to the disrespect of young people for authority in general and for police officers in particular. Growing antagonism has been manifest generally in open disregard of the law, contempt for authority and in overt acts of aggression, such as the stoning of police officers during the Gastown Riot, August 7, 1971, and the hurling of fire bombs, rocks and bottles at policemen at the Rolling Stones' Concert, June 3, 1972.

Killarney is one of several districts in Vancouver where there has been evidence of growing hostility between young people and the police. The community centre adjacent to the secondary school has been the gathering place for the "Killarney Gang." Vandalism has been increasing and there have been incidents of racial conflict. These were the circumstances under which this experimental project was undertaken.

b) Description of the Project

Constable Scott Mears of the Youth Detail of the Vancouver Police Department has been actively participating since April 26, 1972, in activities at the Killarney Secondary School and six of its "feeder" elementary schools:

Carleton,
Cook,
Kingsford-Smith,
MacCorkindale,
Waverley and
Weir

Constable Mears has shared in counselling sessions, science laboratories, football practices, ice-skating sessions, track events, field trips, and discussions both on an individual and group basis of social problems, law enforcement, crime detection, etc.

c) Purpose of the Project

The purpose of the involvement of the police officer was to bring about more positive attitudes toward authority and the police and to contribute to the improvement of relationships between youth and police officers.

d) Objectives to be Evaluated

The main objective of this project was to bring about more positive attitudes toward the police. Accordingly, this evaluation will focus on changes in student attitudes. It will also examine the attitudes of teachers and principals to the project.

A preliminary evaluation (see Appendix A), June 27, 1972, reported on the reactions of students and staff to the arrangement and recommended that the project be continued throughout the 1972 - 1973 school year.

The present study will attempt to compare the changes during the 1972-73 school year in students' attitudes toward police officers in the seven ("experimental") schools with those of students at the same grade levels in three other ("control") schools. It will summarize the reactions of the staffs of "experimental" schools.

e) Limitations of the Study

The study is confined in its location to the Killarney Secondary School district and it presents no evidence that it is representative of the city. Accordingly, the findings should not be generalized beyond the Killarney district. Furthermore, the investigation is restricted to Grades 7 through 10.

The study is restricted to the 1972-73 school year. The conclusions should be interpreted within the context of conditions existing during that period of time.

The study is limited by the particular measurement instrument and statistics used and by the inadequacy of quantitative measures to describe attitudes and their changes.

Probably the most important component in a project of this kind is the personnel involved. There is considerable evidence and persistent testimony that Constable Mears' personality has enabled him to establish remarkable rapport with students and this has largely contributed to the success of the project. This exceptional talent is acknowledged and commended; at the same time, it must serve to inhibit any disposition to generalize the results.

The sharing of Constable Mears' time among seven schools has limited the frequency of his contacts with pupils in any one school; this may have seriously restricted the effectiveness of his program.

The attitude scale was first administered in November, 1972 nearly seven months (five school-months) after the project began. By that date, the program had already made an impact and, accordingly, "experimental" pupils displayed significantly more positive attitudes toward the police than did their "controls". This situation tended to limit the further improvement in the attitudes of "experimental" pupils between the (initial) November and the (final) June administration of the scale.

Finally, the presence of the police constable may have caused "experimental" pupils to respond somewhat differently because of the "Hawthorne" effect. The absence of a substitute program or "placebo" in "control" schools is acknowledged as a potential limitation of the study.

II. REVIEW OF RELATED RESEARCH

During the last ten years there appears to have been an increased use of police officers in schools throughout America. However, most of the projects involving police officers have arisen from the need to maintain law and order in the schools and to prevent outbreaks of violence. There seemed to the writer to be relatively few arrangements such as the one herein described where a police officer is directly involved in school activities for the purpose of developing better relationships between the students and the police.

A demonstration Police - Juvenile Attitude Project (2) was developed in Cincinnati in 1968. Units of study pertaining to the law and law enforcement were used for Social Studies instruction of students; curriculum units dealing with the nature of adolescent growth and development were used for the training of police constables. It was hoped that students would develop more positive attitudes toward police and that police trainees would gain an understanding of their own attitudes as well as those of juveniles. The curricula were evaluated and the project directors report that the curriculum appears to fill an existing gap in present school and police programs.

The Police Youth Protection Unit Program (9) sponsored by the Office of Economic Opportunity and the U.S. Office of Education was developed in San Jose, California. The objectives of the Youth Protection Unit which had a staff of four police officers, were to prevent juvenile delinquency, to encourage respect for law enforcement, to provide information, to expose youth to the work of policemen and to give them places to go and things to do in their leisure time.

For the 1969-70 school year its youth and law program reached 20,000 children in 15 Junior High Schools and it has now become a standard part of the Social Studies curriculum. The Youth Protection Unit provides the following programs:

1. Drug education for students, parents and community groups,
2. Counselling services for the prevention of juvenile crime,
3. Sports activities through the Police Athletic League, and
4. Practical experience for students, leading to possible careers in law enforcement.

Scott and Kish, Education students at the University of British Columbia, in 1969, conducted a survey in British Columbia entitled "Confrontation: Youth and Police Authority" (11). Questionnaires were distributed in four secondary schools on the lower mainland and three in the interior of the Province. The purpose of the survey was to obtain a consensus picture of the attitudes held by youth towards police authority and to determine if there are significant differences in the attitudes toward police authority, between students in the Interior and those of the Coast Region. Scott and Kish concluded that adolescents had a positive attitude toward police officers, that their knowledge of the law was inadequate, that they were well informed about youth problems and that they had an incomplete understanding of their personal rights.

Gresham, a Constable on the Vancouver Police Force, in 1971 directed a questionnaire to senior students in four secondary schools of Vancouver in order to obtain an understanding of youth attitudes toward the police (5).

Hunter, a Constable with the National Harbours Board Police, conducted a survey in Vancouver secondary schools to obtain students' reactions to the involvement of police in community programs. Hunter's questionnaire explored questions relating to other aspects of police work (6).

III. EVALUATION PROCEDURES

a) Preliminary Evaluation - June 25, 1972
(see Appendices A, B, C and D).

Questionnaires were distributed to:

- members of the student council at Killarney Secondary School,
- selected staff members at Killarney Secondary School, and
- members of the staffs of the six elementary schools.

The responses to the questionnaires were summarized and the members of the staff of Killarney Secondary School were interviewed. The findings of the interim evaluation supported the extension of the project.

b) Research Design

Comparisons were made between "experimental" and "control" groups in terms of pre-treatment scores (November, 1972), post-treatment scores (June, 1973) and changes in scores on a thirty-eight item scale of student attitudes toward police officers.

A summary was made of student suggestions of ways by which better relationships could be established between students and the police.

An analysis was made of the reactions of teachers and principals to the project.

c) Sampling

The "experimental" schools were those to which Constable Mears was assigned:

Killarney Secondary School,
Carleton,
Cook,
Kingsford-Smith,
MacCorkindale,
Waverley and
Weir Elementary Schools

The "control" schools: Windermere Secondary School, Bruce and Grenfell Elementary Schools, were selected on the basis of their being located adjacent to "experimental" schools. Furthermore, in these schools there was no other project in operation that would likely interfere with the evaluation or in any way contaminate the results.

It should be noted that the "experimental" schools are in an area that has a "community centre." This is not the case with "control" schools. There is a "Killarney Gang" of young people that tends to gather at the Community Centre.

d) Development of the Instrument - A Scale of Students' Attitudes Towards Police Officers (See Appendix B)

The writer made an extensive search for a suitable instrument. Consideration was given to a scale "attitudes toward the police" developed by Chapman as part of a battery of tests to measure delinquents' attitudes toward legal agencies and authorities. Likert's method was used in constructing the scale and the items were selected by the internal consistency method. The scale has twenty-six items and its validity and reliability have been documented (1).

Goran, (1970) has developed a scale to provide an accurate measurement of attitudes about the police, held by students and local communities in Missouri. The author collected 325 expressions of opinion toward the police and for each expression determined a scale of value. Goran (4) suggests possible uses and limitations of the scale that he has developed.

Scott and Kish (11) in a survey entitled "Confrontation: Youth and Police Authority" that was conducted in schools of British Columbia developed a questionnaire of twenty-four items. The writer has drawn heavily on this instrument in preparing the scale of student attitudes towards police officers.

Hunter used a twelve item checklist in his survey of public opinions regarding police work. A few of the items from Hunter's checklist were included in the present scale (6).

Gresham developed an instrument for his survey of attitudes toward policemen in British Columbia. Included in his instrument were a few semantic distance items and a few situational tasks. Some of these were included in the survey of students' attitudes towards police officers that was used for this study (5).

The instrument asked students to suggest ways by which the police might establish better relationships with students and it also called for suggestions of ways by which students might establish better relationships with the police.

Students were not asked to sign their names; hopefully, this would elicit frankness.

Principals of the "experimental" schools were asked to indicate what they and the members of their staffs considered to be the strengths of of the program and its weaknesses, if any, and to make suggestions for the improvement of the program.

e) Data Collection

Students' responses to the first thirty-eight items were in the form of single digits arranged in such a way as to facilitate key punching. The responses were transferred to key punch cards and these were used as input for computer processing on the Honeywell computer at Vancouver City College, Langara.

Items 39 - 40 were of a subjective nature and the responses to these items have been summarized by research assistants.

f) Data Analysis

For each of the first thirty-five items on the attitude scale, weighted mean scores were calculated for the "experimental" and "control" groups in November and again in June. Statistical techniques were applied to test the significance of changes in attitudes and differences between groups.

For items 36 through 38, an analysis was made of the differences in the percentages for each response.

The statements from the Principals of "experimental" schools were summarized in terms of strengths of the program, weaknesses of the program and suggestions for its improvement.

IV. RESULTS

a) Summary of Responses of Students to Thirty-Five Items on a Scale of Attitudes Towards Police Officers

The survey instrument (see Appendix E) was administered in mid November, 1972, and again in early June, 1973, to students in "experimental" and "control" schools. In the case of elementary schools[1], all pupils in grade 7 participated; in secondary schools one guidance class each of grade 8 boys, grade 8 girls, grade 9 boys, grade 9 girls, and grade 10 boys responded to the questionnaire. While there were some changes in the membership of these classes, essentially the same groups responded to the questionnaire in June as in November.

The numbers responding to the survey instrument were:

	Experimental	Control
November, 1972	593	280
June, 1973	570[1]	278

For statements 1 - 28 the average or mean ratings were calculated from the following numerical values which were assigned to each response:

- a value of "1" was assigned to the response "you agree strongly"
- "2" was assigned to "you agree slightly"
- "3" was assigned to "you are indifferent"
- "4" was assigned to "you disagree slightly"
- "5" was assigned to "you disagree strongly"

The weighted means indicated each group's relative position on the five point scale of attitudes.

Students responded to items 29 - 35 inclusive by indicating their attitudes on a scale of semantic distance between pairs of polar adjectives. The numerical values for these items indicate the relative position of each group with respect to each pair of bi-polar adjectives.

The mean ratings for "experimental" and "control" groups in November and in June for each of the first thirty-five items are listed in Table 1. The reader is reminded that the first administration of the scale (November, 1972) was nearly seven months (five school-months) after the project began. By that date the program had apparently made an impact on students' attitudes; the "experimental" pupils displayed significantly more positive attitudes toward the police than did their "controls" on many of these items. This situation has tended to eliminate the further improvement in the attitudes of "experimental" pupils between November and June.

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[1] In one of the elementary schools, only the boys of Grade 7 completed the questionnaire in June.

TABLE 1

Mean Ratings[1] of Experimental and Control Groups for Items 1-35
On a Scale of Students' Attitudes Toward Police Officers

		Weighted Mean	
		Experimental Group	Control Group
1. Students have a high respect for police officers within our community.	(Nov. '72)	3.09	3.37
	(June '73)	3.19	3.27
2. Police officers are mistreated by the younger generation.	(Nov.)	2.47	2.58
	(June)	2.52	2.52
3. Police officers respect the youth.	(Nov.)	2.21	2.69
	(June)	2.34	2.65
4. We respect police officers because they provide public service within our community.	(Nov.)	2.04	2.22
	(June)	2.13	2.26
5. Police officers are friendly and approachable.	(Nov.)	1.77	2.09
	(June)	2.04	2.32
6. Students who have police officers for fathers may encounter unpleasant situations from their age group.	(Nov.)	2.76	2.60
	(June)	2.70	2.66
7. Considering today's situation (e.g., drugs, liquor, riots) police officers do their job satisfactorily.	(Nov.)	1.98	2.12
	(June)	2.13	2.32
8. Youth today tends to defy the law and order.	(Nov.)	2.27	2.19
	(June)	2.34	2.42
9. Police officers do their jobs to the best of their ability.	(Nov.)	1.63	1.96
	(June)	2.00	2.09
10. Law is necessary for the protection of society.	(Nov.)	1.22	1.29
	(June)	1.33	1.26
11. When police officers enforce the law, they do it for the well-being of the individual.	(Nov.)	1.93	2.13
	(June)	2.04	2.16
12. Police are unbiased in their opinions of today's youth.	(Nov.)	2.65	2.79
	(June)	2.77	2.82

[1] For each of these items students responded by indicating agreement "1", disagreement "5" or some intermediate position. Indifference would be regarded as "3". Accordingly the lower the weighted mean the greater is the agreement with the item. The higher the weighted mean, the greater is the disagreement.

		Experimental Group	Control Group
13. Some police officers are cold, callous people who take pleasure in enforcing law and order upon today's youth.	(Nov.)	2.66	2.65
	(June)	2.56	2.38
14. Police officers enforce the law too strictly.	(Nov.)	3.31	3.37
	(June)	3.36	3.35
15. Police are doing their job when enforcing the laws.	(Nov.)	1.74	1.77
	(June)	1.72	1.66
16. Police officers like their position within the community.	(Nov.)	2.38	2.52
	(June)	2.55	2.56
17. Police officers are underpaid for the work they do.	(Nov.)	3.09	2.89
	(June)	3.00	3.03
18. Young people are treated fairly by police officers.	(Nov.)	2.27	2.66
	(June)	2.48	2.65
19. On first offence, youths take advantage of the leniency shown by court decisions.	(Nov.)	2.40	2.57
	(June)	2.57	2.45
20. The law says: "No person under the age of 19 years shall have, purchase or consume liquor on any licensed premises." The police officers are too harsh when enforcing this law.	(Nov.)	3.21	3.36
	(June)	3.25	3.36
21. Youth are treated fairly when found in possession of drugs. (e.g., LSD, pot)	(Nov.)	2.30	2.48
	(June)	2.41	2.69
22. Police officers have the right to dismiss loiterers and to break up gangs.	(Nov.)	2.34	2.23
	(June)	2.34	2.15
23. Police officers care for the younger generation.	(Nov.)	2.16	2.42
	(June)	2.31	2.48
24. Police officers are over-worked.	(Nov.)	3.11	3.25
	(June)	3.14	3.18
25. Police officers should be more involved in community activity.	(Nov.)	2.24	2.45
	(June)	2.20	2.33
26. The police are doing a good job.	(Nov.)	2.03	2.19
	(June)	2.14	2.20

		Experimental Group	Control Group
27. As a citizen, you have a responsibility in the maintenance of law and order.	(Nov.)	1. 80	1. 84
	(June)	1. 87	1. 77
28. Policemen should be armed.	(Nov.)	2. 15	1. 70
	(June)	2. 01	1. 73

For the following items, indicate where your attitudes toward police lies along the scale between each pair of adjectives. Write a number in the box to the right.

Police are:

29.	"friendly"	1	2	3	4	5	"unfriendly"	1. 95 2. 08	2. 29 2. 20
30.	"honest"	1	2	3	4	5	"dishonest"	1. 79 2. 02	2. 02 2. 07
31.	"pleasant"	1	2	3	4	5	"unpleasant"	2. 14 2. 29	2. 45 2. 50
32.	"intelligent"	1	2	3	4	5	"unintelligent"	1. 92 2. 08	2. 11 1. 99
33.	"organized"	1	2	3	4	5	"disorganized"	1. 79 1. 89	1. 94 1. 80
34.	"moral"	1	2	3	4	5	"immoral"	2. 19 2. 32	2. 28 2. 36
35.	"fair to youth"	1	2	3	4	5	"unfair to youth"	2. 24 2. 39	2. 53 2. 46

A statistical test of significance was applied to the differences for each item between "experimental" and "control" groups. The same test was applied for each item between the November and June responses of students in both "experimental" and "control" groups. The differences in the changes made by "experimental" and "control" groups between November and June was similarly tested. For each of the items listed in Table 2, differences were found to be statistically significant. (For all other items the differences were not significant.)

TABLE 2

Weighted Mean Scores for Items with Significant[1] Changes

Item 29

"Police are friendly (- 1 - 2 - 3 - 4 - 5) unfriendly."

	"Experimental"	"Control"	Difference
November 1972	1.95	2.29	- .34 **
June 1973	2.08	2.20	- .12 n. s. d.
Change	+0.13*	- 0.09 n. s. d.	+ .22 *

Comment:

There was a marked difference between the two groups in November, with a more positive attitude displayed by the "experimental" group. That group agreed in June to a somewhat lesser extent than it did in November that "police are friendly." The "control" group was unchanged in its attitude, and in June did not reach the level of agreement attained by the "experimental" group. (This pattern of response was common to many items in the questionnaire.)

Item 9

"Police officers do their jobs to the best of their ability."

	"Experimental"	"Control"	Difference
November 1972	1.63	1.96	- 0.33 **
June 1973	2.00	2.09	- 0.09 n. s. d.
Change	+ 0.37 **	+0.13 n. s. d.	+ 0.24 *

The "experimental" group had a much more positive attitude than the control group in November but it became less positive by the end of the school year. This was similarly the situation in regard to Items 4, 10, 11, 18, 19, 23, 30, 31, 32, 34 and 35.

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[1] Legend ** significant at the .01 level.
* significant at the .05 level.
n. s. d. no significant difference.

Item 4

"We respect police officers because they provide public service within our community."

	"Experimental"	"Control"	Difference
November 1972	2.04	2.22	- 0.18 *
June 1973	2.13	2.26	- 0.13 n. s. d.
Change	+0 09 n. s. d.	+0.04 n. s. d.	+ 0.05 n. s. d.

Item 10

"Law is necessary for the protection of society."

	"Experimental"	"Control"	Difference
November 1972	1.22	1.29	- 0.07 n. s. d.
June 1973	1.33	1.26	- 0.07 n. s. d.
Change	+ 0.11 *	- 0.03 n. s. d.	+0.14 n. s. d.

Item 11

"When police officers enforce the law, they do it for the well-being of the individual."

	"Experimental"	"Control"	Difference
November 1972	1.93	2.13	- 0.20 *
June 1973	2.04	2.16	- 0.12 n. s. d.
Change	+ 0.11 n. s. d.	+0.03 n. s. d.	+ 0.08 n. s. d.

Item 18

"Young people are treated fairly by police officers."

	"Experimental"	"Control"	Difference
November 1972	2.27	2.66	- 0.39 **
June 1973	2.48	2.65	- 0.17 n. s. d.
Change	+0.21**	- 0.01 n. s. d.	+ 0.22 n. s. d.

Item 19

"On first offence, youths take advantage of the leniency shown by court decisions."

	"Experimental"	"Control"	Difference
November 1972	2.40	2.57	- 0.17 *
June 1973	2.57	2.45	+ 0.12 n. s. d.
Change	+ 0.17 *	- 0.12 n. s. d.	+ 0.29 *

Item 23

"Police officers care for the younger generation."

	"Experimental"	"Control"	Difference
November 1972	2.16	2.42	- 0.26 **
June 1973	2.31	2.48	- 0.17 n. s. d.
Change	+ 0.15 *	+ 0.06 n. s. d.	+ 0.09 n. s. d.

Item 30

"Police are honest 1 - 2 - 3 - 4 - 5 dishonest."

	"Experimental"	"Control"	Difference
November 1972	1.79	2.02	- 0.23 **
June 1973	2.02	2.07	- 0.05 n. s. d.
Change	+ 0.23 **	+ 0.05 n. s. d.	+ 0.18 n. s. d.

Item 31

"Police are pleasant 1 - 2 - 3 - 4 - 5 unpleasant."

	"Experimental"	"Control"	Difference
November 1972	2.14	2.45	- 0.31 **
June 1973	2.29	2.50	- 0.21 **
Change	+ 0.15 *	+ 0.05 n. s. d.	+ 0.10 n. s. d.

Item 32

"Police are intelligent 1 - 2 - 3 - 4 - 5 unintelligent."

	"Experimental"	"Control"	Difference
November 1972	1.92	2.11	- 0.19 *
June 1973	2.08	1.99	+ 0.09 n. s. d.
Change	+ 0.16 *	- 0.12 n. s. d.	+ 0.28 **

Item 34

"Police are moral 1 - 2 - 3 - 4 - 5 immoral"

	"Experimental"	"Control"	Difference
November 1972	2.19	2.28	- 0.09 n. s. d.
June 1973	2.32	2.36	- 0.04 n. s. d.
Change	+ 0.13 *	+ 0.08 n. s. d.	+ 0.05 n. s. d.

Item 35

"Police are fair 1 - 2 - 3 - 4 - 5 unfair to youth."

	"Experimental"	"Control"	Difference
November 1972	2.24	2.53	- 0.29 **
June 1973	2.39	2.46	- 0.07 n. s. d.
Change	+ 0.15 *	- 0.07 n. s. d.	+ 0.22 n. s. d.

There were some items for which the more positive attitudes of the "experimental" groups persisted (Items 3, 5, and 7.)

Item 3

"Police officers respect the youth."

	"Experimental"	"Control"	Difference
November 1972	2.21	2.69	- 0.48 **
June 1973	2.34	2.65	- 0.31 **
Change	+ 0.13 n. s. d.	- 0.04 n. s. d.	+ 0.17 n. s. d.

Item 5

"Police officers are friendly and approachable."

	"Experimental"	"Control"	Difference
November 1972	1.77	2.09	- 0.32 **
June 1973	2.04	2.32	- 0.28 **
Change	+ 0.27 **	+ 0.23 *	+ 0.04 n. s. d.

Item 7

"Considering today's situation, police officers do their job satisfactorily."

	"Experimental"	"Control"	Difference
November 1972	1.98	2.12	- 0.14 n. s. d.
June 1973	2.13	2.32	- 0.19 *
Change	+ 0.15 *	+ 0.20 n. s. d.	- 0.05 n. s. d.

"Control" pupils (more than the "experimentals") believed that policemen should be armed, and this difference in attitude persisted throughout the year.

Item 28

"Policemen should be armed."

	"Experimental"	"Control"	Difference
November 1972	2.15	1.70	+ 0.45 **
June 1973	2.01	1.73	+ 0.28 **
Change	- 0.14 n. s. d.	+ 0.03 n. s. d.	- 0.17 n. s. d.

On the basis of responses of the group to items 29 and 35, inclusive, which may be regarded as a semantic distance scale of attitudes, the "experimental" group had a more positive attitude toward the police than the "control" group.

b) Summary of Responses of Students to Items 36, 37 and 38

The responses to items 36 and 37 were analyzed and the differences between November and June were found to be not significant when put to a chi square test. Similarly, the differences between the groups were not statistically significant.

Item 36

"If you saw a policeman being beaten, what would you do?"

Response	Experimental		Control	
	Nov.	June	Nov.	June
1. "Assist him."	15.4%	14.2%	18.6%	13.4%
2. "Telephone police headquarters."	78.9	78.1	75.3	78.7
3. "Ignore the situation."	5.7	7.7	6.1	7.9

Item 37

"If you witnessed a crime, what would you do?"

Response	Experimental		Control	
	Nov.	June	Nov.	June
1. "Attempt to apprehend the criminal."	6.5%	6.6%	4.6%	6.2%
2. "Contact the police."	89.4	87.5	90.0	89.5
3. "Ignore the situation."	4.1	5.9	5.4	4.3

Responses to item 38 were tabulated. A statistical analysis of the data was not possible because some students had made multiple responses. However, there was some indication that the "experimental" students were influenced more than their "controls" by "personal contacts," and less by "radio" and "television."

Item 38

"Which of the following has influenced your attitude toward the police?"

Response	Experimental Nov.	Experimental June	Control Nov.	Control June
1. "Parents"	19.1%	18.5%	18.0%	17.8%
2. "Newspapers"	13.8	14.3	14.3	13.4
3. "Radio"	9.6	9.7	11.7	10.8
4. "Television"	17.3	18.0	19.1	19.0
5. "Personal Contacts"	18.2	17.8	12.5	15.4
6. "Friends"	11.3	11.3	12.8	12.9
7. "Community"	10.7	10.3	11.6	10.8

c) Responses of Students to Items 39 and 40

Students were invited in item 39 to suggest ways by which the police could establish better relationships with students. Almost half of the students made no response and fifty-one other students claimed that no improvement was needed. The most frequent suggestions were:

- "Make frequent visits to schools to improve communications with students"
- "Develop a more friendly attitude toward students"
- "Become more involved in student activities"
- "Be understanding of youth's problems"

(The reader may note that these are precisely the things that Constable Scott Mears has been attempting to do.)

The responses to item 39 are summarized in Table 3, below.

TABLE 3

Responses to Item 39: "Can you suggest any way by which police could establish better relationships with students?"

	Experimental		Control		Total	
	N	%	N	%	N	%
No. of Students:	568	100	274	100	842	100
Response:						
"Make frequent visits to schools to improve communications with students."	142	25.0	51	18.6	193	22.9
"Develop a more friendly attitude toward students."	53	9.3	28	10.2	81	9.6
"More involved in student activities."	36	6.3	31	11.3	67	8.0
"No improvement needed."	42	7.4	9	3.3	51	6.1
"Be understanding of youth problems."	17	3.0	22	8.0	39	4.6
"Be less strict."	21	3.7	15	5.5	36	4.3
"Abandon military appearance (uniforms, guns)."	12	2.1	1	0.4	13	1.5
"Other responses."	34	6.0	16	5.8	50	5.9
"No response."	245	43.1	121	44.2	366	43.5

Students were asked in item 40 to suggest ways by which students could improve their relationship with the police. Once again, almost one-half of the students made no response and seventeen more felt that no improvement was needed. Students suggested:

- that they show more understanding, consideration and respect for police,
- that they be more communicative with the police,
- that they be more friendly with the police, and
- that they assist the police when an opportunity arises.

The responses to Item 40 are summarized in Table 4, below:

TABLE 4

Responses to Item 40: "Can you suggest any way by which students could establish better relationships with police?"

	Experimental		Control		Total	
	N	%	N	%	N	%
No of Students:	568	100	274	100	842	100
Response:						
"More understanding, consideration, and respect."	108	19.0	62	22.6	170	20.2
"More communication with police."	79	13.9	25	9.1	104	12.4
"Develop a more friendly attitude toward police."	43	7.6	30	10.9	73	8.7
"Invite police to share in student activities."	16	2.8	1	0.4	17	2.0
"No improvement needed."	14	2.5	3	1.1	17	2.0
"Other responses."	31	5.5	8	2.9	39	4.6
"No response."	275	48.4	144	52.6	419	49.8

d) Analysis of the Reactions of Teachers and Principals to the Project

Principals of "experimental" schools were asked to submit a brief statement indicating what they and members of their staffs considered to be the strengths of the program, the weaknesses, if any, and suggestions for improvement of the program. Responses were recieved from all seven schools and their statements are summarized below: (Selected excerpts appear in Appendix F and the complete reports are available on request from the writer.)

Comment	Frequency
1. "Excellent rapport - pupils see the policemen as friend, counsellor or trusted confident."	10
2. "The officer provides immediate help (i.e., advice, referrals, information, and reassurance) to parents and pupils.	7

Comment	Frequency
3. "It provides an opportunity to correct misconceptions about the law."	7
4. "It improves the image of the policeman. Children have developed more positive attitudes toward the police."	7
5. "It enables us to straighten out our attitudes toward the police."	5
6. "It provides interaction between police and students."	4
7. "Constable Mears has an excellent personality for the job."	4
8. "Discussion about youth's problems was helpful."	3

B. Weaknesses

Comment	Frequency
1. "Some acts of vandalism and theft took place without any resulting action and this tended to make ineffectual the presence of Mr. Mears."	1

C. Suggestions

1. "Continue the program."	7
2. "Extend the program."	5
3. "Consider the personality of the Constable and continue to select very good types for the Youth Detail."	3

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

a) Summary

A scale of student attitudes was administered in November, 1972 and again in June, 1973 to seven schools in the Killarney district in which police Constable Scott Mears was continuously participating in school activities and to students in three neighbourhood "control" schools which had no involvement with the police officer. An analysis was made of the differences between the groups and the changes throughout the school year in scores on the attitude scale.

An analysis was made of performance of students on selected critical items. Students suggested ways by which the police might establish better relationships with students, as well as ways by which students might establish better relationships with police.

Teachers and principals of "experimental" schools submitted their evaluations of the project.

b) Conclusions

Constable Scott Mears' involvement in schools of the Killarney district since April, 1972 has enabled pupils in those schools to view the policeman as a trusted friend. At the end of the 1972/73 school year students in these schools have a more positive attitude toward the police than do their "controls." To a greater extent they agree that police are fair, that they do their jobs to the best of their ability, that they are pleasant, friendly and approachable, that they respect youth and do their job satisfactorily. On the other hand "control" pupils more than the "experimentals" believe that policemen should be armed.

While the findings noted above tend to affirm the success of the project, the decline in the positive attitude of the "experimental" pupils as indicated by their responses to a number of items, detracts from the generally favourable result. This change may be attributed to the wearing-off of the "novelty" of having a police officer in the school.

There was no difference between the two groups in the professed action they would take in certain critical situations.

There was some slight indication that "experimental" students were influenced more than "controls" by their parents and by personal contacts rather than by radio and television.

The students suggested many ways by which better relationships might be established between students and police.

Principals and teachers were enthusiastic about the worth of the program. Their opinions suggested that it was accomplishing its objectives and that the overall effect on the school was beneficial. There was agreement that the success of the program was in large measure due to the suitability of the Constable's personality for this assignment and for his complete dedication to the project.

c) Recommendations

1. On the basis of the predominantly positive reaction, that consideration be given to continuing the project.

2. That consideration be given to extending the project into other areas of the city.

3. That utmost care continue to be exercised in the selection of the police officer for this assignment.

4. That extensions of this project be formally evaluated or carefully monitored.

5. That the long range effect of the program be studied, i. e. what evidence can be obtained about the impact of the program on incidence of vandalism and other delinquent acts, on rates of school attendance and on participation in school and community activities.

APPENDIX A

Evaluation of the Involvement of a Police Officer in Schools of the Killarney District

APPENDIX A

A PRELIMINARY EVALUATION OF THE INVOLVEMENT OF A POLICE OFFICER (CONSTABLE SCOTT MEARS) IN SCHOOLS OF THE KILLARNEY DISTRICT

Constable Scott Mears of the Youth Detail of the Vancouver Police Department has been actively participating, since April 26, in school activities at Killarney Secondary School and in six feeder elementary schools. The purpose of this involvement is to bring about more positive attitudes toward the police and to contribute to the improvement of relationships between youth and police officers. Questionnaires were distributed to:

members of the student council at the Killarney Secondary School,
selected staff members at Killarney Secondary School,
members of the staffs of the six elementary schools.

The purpose of the questionnaire was to determine the reaction of students and staff to the arrangement and to explore the desirability of continuing it throughout the 1972-73 school year.

Three members of the Students' Council responded to the questionnaire. Their reactions supported the continuation of the experiment. They believed that the experience had caused students to have a better understanding of the policeman's role in the community. On the other hand, students were not agreed that there had been a change in the attitudes of students toward authority in general. (A summary of their responses appears in Appendix A.)

Members of the staff of Killarney Secondary School spoke highly of the work of Constable Scott Mears. Without exception, the teachers were enthusiastic about the experiment and were eager to see it continue. They said it was highly desirable to have a police officer in school if he was of the calibre of Constable Mears. While a majority of the group felt that it was premature to assess changes in students' attitude, there were some counsellors who presented evidence of improved relationships between students and the police officer. Teachers agreed that the officer should wear a uniform in school. They felt that Constable Mears had been accepted by almost all members of the staff but they did not know whether the experiment had been understood and accepted by parents. (See Appendix B.)

Principals of the six feeder elementary schools convened staff meetings to discuss the experiment and to record a consensus opinion. There was complete agreement:

- that it was desirable to have a police officer in school,
- that he should wear a uniform in school, and
- that Constable Mears was doing a good job.

APPENDIX A (cont'd.)

There was almost complete agreement

- that pupils had gained a better understanding of the policeman's role,
- that the experience had contributed to improved relationships between students and the police, and
- that the police were generally doing a good job.

While some staffs claimed that the attitudes of pupils had changed toward the police and toward authority in general; there were others who felt that it was too soon to tell. (See Appendix C.)

In summary, students and staff agree that the experiment has been an unqualified success because of the high calibre of the constable chosen to conduct it. They hope that the project will be continued and, in time, extended to other schools.

E. N. Ellis

June 27, 1972.

E. N. ELLIS,
Assistant Head,
Data Services and Evaluation.

APPENDIX B

SUMMARY OF RESPONSES OF THREE MEMBERS OF STUDENTS' COUNCIL, TO A QUESTIONNAIRE RE EXPERIMENTAL INVOLVEMENT OF A POLICE OFFICER IN KILLARNEY SECONDARY AND FEEDER ELEMENTARY SCHOOLS, APRIL 26 - JUNE 28, 1972.

APPENDIX B

Summary of Responses of Three Members of Students' Council, to a Questionnaire re Experimental Involvement of a Police Officer in Killarney Secondary and Feeder Elementary Schools, April 26 - June 28, 1972.

1. Is it desirable to have a police officer in school? Yes 1 No 1
Please comment. Yes and No 1

Desirable is the wrong word. It would be desirable not to have a situation where the police must be in the school in order to give people the idea that police are human. I see it as being more a necessity than being desirable.

2. Do you believe that the experience has caused pupils to have a better understanding of the policeman's role in the community? Yes 3 No 0
Please comment.

I think it is going as well as it could. He has had to break down the suspicions and rumours first. Any better understanding he has created will have been on a person-to-person basis which I wouldn't know about.

3. Has there been any change in the attitudes of students toward the police? Yes 2 No
Please explain. Don't know 1

He has been accepted which is a great step forward. Some hate them more for coming into the school; others that have talked to him don't really mind him. But that's just one cop. It's not the rest of them.

4. Has there been any change in the attitudes of students toward authority in general? Yes 1 No 2
Please explain.

Authority in this school means the administration. In that case--no. Since Corporal Mears is not an authority while in this school I don't see how he could.

5. Has the experience contributed to the improvement of relationships between students and police? No response 1
Please comment. Yes 1 No
Between that particular officer and the students, yes; but with the police force as a whole is too hard to judge. Yes and No 1

6. Do you think that the police officer in school should wear a uniform? Yes 1 No 2
Please comment.

If he's not he's gonna get called a "narc" and a lot of other things.
Uniform without coat or hat or gun.

APPENDIX B (cont'd.)

7. Do you think that the police are doing a good job? Please comment.

Yes 2 No ____
No response 1

Yes, in this city so far. They are learning as they go along but they must remember that the people they are fighting (rioters) are human, too.

8. Do you think that the policeman in the school is doing a good job? Please comment.

Yes 2 No ____
No response 1

He is doing a very good job. He knows just what to do and how to do it.

9. Additional comments about the experiment:

Continue it!
I got a chance to talk to him so I thought he was alright. He should have been put into some guidance classes. That's were the understanding begins. Out in the halls it ends.

APPENDIX C

SUMMARY OF DISCUSSION WITH MEMBERS OF THE STAFF, KILLARNEY SECONDARY SCHOOL, RE EXPERIMENTAL INVOLVEMENT OF A POLICE OFFICER IN SIX FEEDER ELEMENTARY SCHOOLS TO KILLARNEY SECONDARY SCHOOL, APRIL 26 - JUNE 28, 1972.

APPENDIX C

Summary of Discussion with Members of the Staff, Killarney Secondary School, Re Experimental Involvement of a Police Officer in Six Feeder Elementary Schools to Killarney Secondary School, April 26 - June 28, 1972.

Mr. Kelly, Mr. Nickerson, Mr. Frost, counsellors, some department heads and teachers who had contact with the police officer met to assess progress to date.

Following the introductions, Mr. Kelly asked the members of his staff to report on their experiences with Constable Scott Mears. Mr. Paradis told of Constable Mears' visit to his science classroom where he told the students of applications of science to crime detection and law enforcement. He related very well with the students. Some of the students made their own fingerprints under Constable Mears' supervision. All prints were retained by the students.

Mr. R. Joe said that Constable Mears had made a very favourable impression on his commerce students. His public relations ability was excellent. Constable Mears discussed questions raised by some of the students in Law 12. Mr. Charter described Constable Mears as being very friendly and reported that he related very well with the teachers in the staff room.

Another teacher reported on Constable Mears' participation in the "miracle mile" and his jogging with the students. At the time of our meeting he was on the grounds with the football squad.

Mr. Scarrow reported on his visit to the biology lab. He said he had a good sense of humour and that the students recognized his sincerity.

Audrey Robinson told of his coming to speak to the guidance counsellors. She felt that he had become very popular with the students.

Another counsellor reported on the excellent work that Constable Mears had done in visiting the home of a boy who was a chronic absentee. The boy is now back at school and returned to his natural home. The counsellor said that Constable Mears is regarded as an advisor rather than an enforcer of the law. The same counsellor reported a marked change in the attitude of students toward Constable Mears. They were certainly very suspicious of him at the first, but they accept him now.

The senior boys' counsellor reported that the reaction of students was entirely favourable.

APPENDIX C (cont'd.)

A counsellor was impressed by the officer's calmness and skill in discussing problems with small groups of girls who were at first quite antagonistic to the police. He listened to their point of view patiently and presented the other side quietly and reasonably. The counsellor reported that the girls calmed down and were won over to his point of view. Another counsellor of girls said that there are some students who are still uncertain about his role in the school. Mr. Kelly spoke of the informality of Constable Mears' chatting with students and of the excellent rapport that Constable Mears has with students. One teacher commented that whereas some students were inclined at first to refer to the officer with the derogatory terms, "fuzz", "cop", etc., they now, without exception, refer to him as Constable Mears.

One teacher raised the question as to whether present student reaction is a fad. Mr. Frost said that he was sure that it wasn't. Those students who seek him are sincerely wanting help from another "counsellor with a different background". The students have learned to trust him.

Staff members were unable to say whether or not the experiment has been understood and accepted by parents. They did feel that Constable Mears had been accepted by almost all members of the staff. One person commented that he had heard two members of the staff questioning the desirability of having a police officer in the school.

There was unanimity that if the project is continued it must involve Constable Mears.

There was some discussion about the focus of Constable Mears' involvement and there was agreement that he must get to <u>all</u> students, rather than just to those who seek him out. Subject teachers expressed the wish that he might get into the classrooms more often. The consensus of opinion was that there is a need for more structure, i.e., a timetable that would ensure that at least 25% of his time would be spent in the secondary school. Mr. Kelly cautioned us not to press this point at this time. Perhaps we should let Constable Mears work out a schedule that he considers most suitable.

Staff members were not asked to complete the questionnaire. However, two counsellors did submit a written return. In regard to the first item of the questionnaire the group agreed that it was desirable to have a police officer in school if he was of the calibre of Constable Mears. They emphasized the importance of personality and that if the officer were not accepted by the students the scheme would be a disastrous failure. In answering the questions raised in items 2, 3, 4, and 5, the group felt that it was premature to assess the change in students' attitudes. However, there were some counsellors who reported that they had evidence of a positive change and an improvement in the relationship between students and the police officer.

APPENDIX C (cont'd.)

The group was unanimous that the police officer should wear a uniform in school. It should be noted that he removes his jacket, revolver and baton. The group was unanimous, also, that Constable Scott Mears was doing an excellent job and that they were eager to see the experiment continue with the same police officer throughout the 1972-73 school year.

APPENDIX D

SUMMARY OF RESPONSES FROM THE STAFFS OF SIX ELEMENTARY SCHOOLS TO A QUESTIONNAIRE REGARDING THE INVOLVEMENT OF A POLICE OFFICER IN SCHOOLS OF THE KILLARNEY DISTRICT, APRIL 26 - JUNE 28, 1972.

APPENDIX D

SUMMARY OF RESPONSES FROM THE STAFFS OF SIX ELEMENTARY SCHOOLS TO A QUESTIONNAIRE REGARDING THE INVOLVEMENT OF A POLICE OFFICER IN SCHOOLS OF THE KILLARNEY DISTRICT, APRIL 26 - JUNE 28, 1972.

Principals of elementary schools were asked to discuss the experiment with members of their staffs and to record a consensus opinion on the questionnaire form. The returns from the six schools are summarized below:

1. Is it desirable to have a police officer in school? Yes 6 No 0
   Please comment.

   To help pupils identify with the policeman as a regular person.
   It improves the image.
   If the officer was in the school on a permanent basis, no doubt a more positive relationship between students and police would result.
   He becomes part of a teaching team. Good public relations.
   It gives the younger ones an opportunity to see the policeman as a person.
   Getting to know the policeman better stimulates a healthier attitude toward the police and encourages children to communicate with and trust them. They become more tolerant of his authority and look on him as a friend.

2. Do you believe that the experience has caused pupils to have a better understanding of the policeman's role in the community?
   Please comment.
   Yes 5 No 0
   Undecided 1

   Too early really to say.
   Constable Mears tried to answer all questions freely and honestly.
   In the limited time that Constable Mears has been with us, we believe that he has succeeded in altering the view of those with whom he has spoken, especially the older pupils.
   He has become a friend not an authority figure.
   The experience reinforces the necessity in any community for law enforcement officers.
   They see the policeman as a human being doing a difficult job. They realize his chief concern is their safety and prevention of crime.

APPENDIX D (cont'd.)

3. Has there been any change in the attitudes of students toward the police? Please explain.

Yes 3 No 1
Undecided 2

Too brief a time to judge.
Pupils have been heard quoting the Constable.
Pupils now realize the policemen have a necessary job to do, and that they are there to help the public, not to "get" them. We think the students now feel much more at ease with a policeman.
No longer "fear" him--he is a friend.
Difficult to assess.
Many children who had never spoken to a police officer before are eager to chat with him whenever they meet him.

4. Has there been any change in the attitudes of students toward authority in general?
Please explain.

Yes 1 No -
Undecided 5

Hopefully.
Some change has been apparent, especially among a group of grade seven boys.
No evidence as yet.
Yes--realize more readily why rules have to be made and enforced.
No--too soon to tell.
Really too early to determine this.

5. Has the experience contributed to the improvement of relationships between students and police?
Please comment.

Yes 4 No -
Undecided 2

Not at this time.
Most students now feel that a policeman is approachable, and they would like to see more of Constable Mears or officers like him.
Appears so!
Very much so--especially with younger children. They look on him as another community helper and are genuinely glad to see him at school functions--Sports Day and Night of Music.

6. Do you think that the police officer in school should wear a uniform?
Please comment.

Yes 6 No

This will be dependent on what activity the police officer is taking part in.
Yes; because this is how children see them. It is better with no gun in the intermediate grades. Yes, except as a 'father' on a field trip.
A police officer should look like one, although not necessarily with the gun and handcuffs. Plain clothes could reduce effectiveness.
Could be any stranger without uniform.
He represents the force which is largely symbolized by uniforms.
It helps children to respect anyone in a uniform.

7. Do you think that the police are doing a good job? Yes 5 No ____
Please comment. No Response 1

Generally, yes.
Definitely, and under extremely difficult conditions. In general, yes; some individuals, no.
On the whole, yes; but as in society in general, a few can destroy the image of the whole.
Vandalism around schools--no.
Police are often hamstrung by red tape and legislation.
Those guilty of breaking the law must be apprehended regardless of age, circumstances, etc.
Crowd control techniques are improving.
They are doing an excellent job and showing tolerance with people who abuse them with words and actions.

8. Do you think that the policeman in the school is doing a good job?
Please comment

Yes 6 No ____
No Response ____

Very enthusiastic.
Constable Mears has established an excellent rapport with those classes he has talked to. He is willing to listen to pupil problems and does a good job giving pupils acceptable and reasonable explanations and solutions.
All comments positive and complimentary.
Good relationship with children.
He is an extremely good speaker and relates well to children. He generates great warmth and pupils of all ages admire him.

9. Additional comments about the experiment:

Perhaps the director in charge of the experiment should give some thought to the relationship between the job of the Police Constable in this experiment, and the jobs done by the Patrol Constables in the Elementary schools. I would not like to see either job jeopardized by a lack of understanding of the true purpose of this experiment.

Scott develops excellent rapport with the pupils.
He could spoil it with half truths and propoganda and making it look like all cops are always good guys, etc.
Constable Scott Mears is an excellent choice.

Student reactions are very favourable. Most pupils would like the opportunity to have discussions with Constable Mears on a regular basis.
Constable Mears has a fine sense of humour. He wants to help, and he shows this without being pushy. He has been an excellent choice to conduct this pilot program.

Should be continued on a regular basis.
Especially effective with younger children 5 to 8 years.
Respect for the law and the people who are expected to maintain it is essential in times like these.

... continued

APPENDIX D (cont'd.)

9. Additional comments about the experiment: (Continued)

Some thought might be given to combining the established roles of the traffic safety officer with that of public relations throughout the elementary and secondary schools. Additional personnel would be needed for this work which would be essentially public relations and designed to promote the development of positive law enforcement attitudes among our youth.

This staff feels that the experiment is an unqualified success because of the high calibre of the man chosen to conduct it. The officer became involved with the children in a number of ways and by so doing has gained their confidence and respect. They hope the idea will be expanded and continued.

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APPENDIX E

A Survey of Students' Attitudes
Toward Police Officers

APPENDIX E

A SURVEY OF STUDENT ATTITUDES TOWARD POLICE OFFICERS

Note: You are not asked to sign your name.

This questionnaire deals with police authority and how this authority affects students. The following statements are to be answered on the basis that, in general:

1. you agree strongly
2. you agree slightly
3. you are indifferent
4. you disagree slightly
5. you disagree strongly

There is no correct answer for each statement.

INSTRUCTIONS:

Example statement: "Everyone has equal rights."

In the box to the right of the statement, write the appropriate number (1, 2, 3, 4, or 5), if, in general:

1. ..... you agree strongly
2. ..... you agree slightly
3. ..... you are indifferent
4. ..... you disagree slightly
5. ..... you disagree strongly

(Select only one response)

Read each of the following statements carefully and select one response. Write its number in the box to the right.

APPENDIX E (cont'd.)

SURVEY STATEMENTS

1. Students have a high respect for police officers within our community. ☐ 1
2. Police officers are mistreated by the younger generation. ☐ 2
3. Police officers respect the youth. ☐ 3
4. We respect police officers because they provide public service within our community. ☐ 4
5. Police officers are friendly and approachable. ☐ 5
6. Students who have police officers for fathers may encounter unpleasant situations from their age group. ☐ 6
7. Considering today's situation (e.g., drugs, liquor, riots) police officers do their job satisfactorily. ☐ 7
8. Youth today tends to defy law and order. ☐ 8
9. Police officers do their jobs to the best of their ability. ☐ 9
10. Law is necessary for the protection of society. ☐ 10
11. When police officers enforce the law, they do it for the well-being of the individual. ☐ 11
12. Police are unbiased in their opinions of today's youth. ☐ 12
13. Some police officers are cold, callous people who take pleasure in enforcing law and order upon today's youth. ☐ 13
14. Police officers enforce the law too strictly. ☐ 14
15. Police are doing their job when enforcing the laws. ☐ 15
16. Police officers like their position within the community. ☐ 16
17. Police officers are underpaid for the work they do. ☐ 17
18. Young people are treated fairly by police officers. ☐ 18
19. On first offence, youths take advantage of the leniency shown by court decisions. ☐ 19
20. The law says: "No person under the age of 19 years shall have, purchase or consume liquor on any licensed premises." The police officers are too harsh when enforcing this law. ☐ 20

APPENDIX E (cont'd.)

21. Youth are treated fairly when found in possession of drugs. (e.g., LSD, pot) ☐ 21

22. Police officers have the right to dismiss loiterers and to break up gangs. ☐ 22

23. Police officers care for the younger generation. ☐ 23

24. Police officers are over-worked. ☐ 24

25. Police officers should be more involved in community activity. ☐ 25

26. The police are doing a good job. ☐ 26

27. As a citizen, you have a responsibility in the maintenance of law and order. ☐ 27

28. Policemen should be armed. ☐ 28

For the following items, indicate where your attitude toward the police lies along the scale between each pair of adjectives. Write a number in the box to the right.

29.	Police are:	"friendly"	1	2	3	4	5	"unfriendly" ☐ 29
30.		"honest"	1	2	3	4	5	"dishonest" ☐ 30
31.		"pleasant"	1	2	3	4	5	"unpleasant" ☐ 31
32.		"intelligent"	1	2	3	4	5	"unintelligent" ☐ 32
33.		"organized"	1	2	3	4	5	"disorganized" ☐ 33
34.		"moral"	1	2	3	4	5	"immoral" ☐ 34
35.		"fair to youth"	1	2	3	4	5	"unfair to youth" ☐ 35

Select your response and place its number in the box at the right.

36. If you saw a policeman being beaten, what would you do? ☐ 36
    1. Assist him.
    2. Telephone police headquarters.
    3. Ignore the situation.

37. If you witnessed a crime (a break-in of a neighbour's home), what would you do? ☐ 37
    1. Attempt to apprehend the criminal.
    2. Contact the police.
    3. Ignore the situation.

APPENDIX E (cont'd.)

38. Which of the following has influenced your attitude toward the police? (More than one answer is acceptable) ☐ 38

1. Your parents
2. Newspapers
3. Radio
4. Television
5. Personal Contact
6. Your friends
7. Your community

Other (Please specify) _____ ☐

39. Can you suggest any way by which the police could establish better relationships with students?

40. Can you suggest any way by which students could establish better relationships with the police?

Grade_____ School_____ Date_____

You are not required to sign your name.

APPENDIX F

Excerpts from Letters of Principals and Teachers Evaluating the Project

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Excerpts from Letters of Principals and Teachers Evaluating the Project

"This has been a most worthwhile experiment, and it is our hope that it will continue and eventually be expanded to other school communities.

We feel that, as a result of Constable Mears' visits to the school and to the classrooms, the pupils have a far better understanding of the policeman's role in society, and they have developed a much improved relationship with policemen in general.

Our staff congratulates those responsible for having made such an excellent choice as Constable Mears to conduct this program. He has been readily accepted by all members of the staff; he relates very well with the students, and his public relations ability is outstanding.

In dealing with students, Constable Mears is willing to listen to pupils' problems and in turn does a very good job in giving them acceptable and reasonable explanations and solutions, while at the same time displaying a fine sense of humour.

If the program is expanded, it is imperative that policemen with pleasing personalities are selected for the job. An officer, who was not accepted by the students and staff, could bring about disastrous failure to the plan."

A. MacSween, Principal
Captain James Cook Elementary School.

"The concensus of feeling on our staff regarding the program of involving a police officer, as has been done at Killarney Secondary and the Feeder Elementary Schools, was that it is a good thing. One teacher put it this way, "It helps to give the younger children a friendly feeling towards police." Another said of Constable Scott Mears, "He has been an excellent person for the job. The younger children have learned respect for the police."

Constable Scott Mears has done good work in helping pupils to understand the need for rules or laws. The children consider it a real privilege to have him included in their many school activities. He has an excellent personality for the work."

N. A. Bell, Acting Principal
Sir Charles Kingsford-Smith
Elementary School.

APPENDIX F (cont'd.)

"Teachers agree that as a result of Constable Mears' work, children have developed more positive attitudes towards the police, have a better understanding of the role of law-enforcement officers, and would like to have a police officer continue visiting classrooms on a permanent and regular basis."

S. D. McLarty, Principal
Waverley Elementary School.

"All teachers of Weir School are convinced that the experiment involving Constable Scott Mears has been a successful one. There are many positive aspects that would not show up in the questionnaire. His greatest value has been with the younger children, 6 - 10 years old. This age group seems to have a new respect and admiration for the police and the uniform.

There are numerous examples of individual cases that Scott has worked on successfully. The good positive results and the good "P. R." would not show in any research.

Staff concensus is that Scott has done much to foster and improve student-police relationships. The "good" he has accomplished is difficult to measure. However, the experiment should be continued."

M. A. Porteous, Principal
Dr. George M. Weir Elementary School.

"On the whole it would seem that Mr. Mears has done a good job of improving the image of police with students."

L. Barthelemy
Killarney Secondary School.

"The concept of having a policeman on staff working with teachers, counsellors and students is an excellent one. It gives us all an opportunity to straighten out misconceptions about the law and our attitudes toward the police."

P. Griffiths
Killarney Secondary School.

"Constable Mears, because he is the man he is as well as because of the position he occupies, is a source of information and support in difficulties. This, of course, means that the program is the man."

J. Lawrence, Counsellor
Killarney Secondary School.

APPENDIX F (cont'd.)

"I think that Mr. Mears' extensive involvement in coaching team sports has served to enhance the image of policemen in the eyes of Killarney students."

A teacher
Killarney Secondary School.

"I have "used" Scott as a resource person numerous times. He is particularly good at getting "the male point of view" across to senior girls, who don't have a father at home or cannot talk to theirs.

Scott has helped me counselling students who are receiving excessive (in our view) physical punishment at home. In some cases he has visited or talked with the families concerned.

I believe Scott's personality has had a great deal to do with his success in establishing a real place for himself as a counsellor and trusted confient in the school."

Elaine Radcliffe, School Nurse
Killarney Secondary School.

"I wish to commend the Vancouver City Police and the Vancouver School Board for making available this fine programme. Constable Mears has done an outstanding job in developing a positive attitude towards the police among our students.

He has spoken to my Law classes during the year and I have been present each time. The students are very interested in what he says to them and I am impressed with the enviable rapport he establishes with them.

His excellent attitude, willingness to help, and ability to communicate effectively with the students are qualities which make Constable Mears an admirable choice for this worthwhile Public Relations programme."

Ron Joe
Killarney Secondary School.

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